



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 3

Test Date: March 2009  
Code: 12811832  
SAU: Boothbay-Boothbay Hbr CSD  
School: Boothbay Region Elem School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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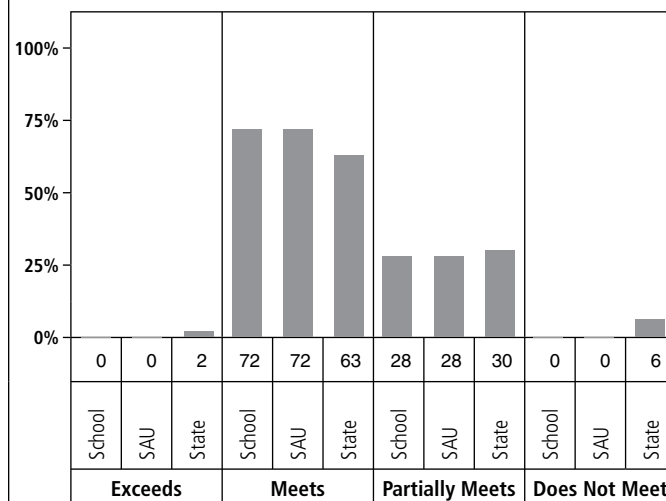
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 3  
SAU: Boothbay-Boothbay Hbr CSD  
School: Boothbay Region Elem School

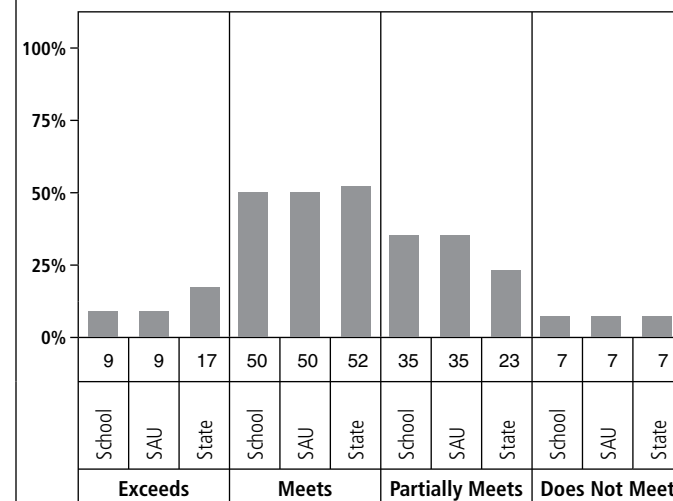
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	345	345	345
2007–2008	346	346	344
<b>2008–2009</b>	<b>346</b>	<b>346</b>	<b>345</b>
Cum. Avg.*	346	346	345
<b>Mathematics</b>			
2006–2007	345	345	347
2007–2008	350	350	347
<b>2008–2009</b>	<b>343</b>	<b>343</b>	<b>348</b>
Cum. Avg.*	346	346	347

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 3  
SAU: Boothbay-Boothbay Hbr CSD  
School: Boothbay Region Elem School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	46	100	46	100	13763	100	46	100	46	100	13691	100	46	100	46	100	13691	100						
<b>Ethnicity</b> African American/Black	0	0	0	0	416	3	0	0	0	0	412	99	0	0	0	0	414	100						
American Indian or Native Alaskan	0	0	0	0	102	1	0	0	0	0	101	100	0	0	0	0	101	100						
Asian or Pacific Islander	0	0	0	0	232	2	0	0	0	0	226	97	0	0	0	0	227	98						
Hispanic	0	0	0	0	167	1	0	0	0	0	164	98	0	0	0	0	164	98						
Caucasian/White	46	100	46	100	12846	93	46	100	46	100	12788	100	46	100	46	100	12785	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	9	20	9	20	2414	18	9	100	9	100	2388	100	9	100	9	100	2388	100						
<b>Current LEP</b>	0	0	0	0	420	3	0	0	0	0	413	98	0	0	0	0	417	99						
<b>Economically disadvantaged</b>	17	37	17	37	5887	43	17	100	17	100	5847	100	17	100	17	100	5846	100						
<b>Migrant</b>	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	39	85	39	85	10316	75	39	85	39	85	10355	75						
Identified disability (PET/IEP)	2	5	2	5	437	4	2	5	2	5	445	4						
LEP	0	0	0	0	192	2	0	0	0	0	193	2						
504 plan	0	0	0	0	83	1	0	0	0	0	83	1						
<b>Participation with accommodations</b>	7	15	7	15	3179	23	7	15	7	15	3152	23						
Identified disability (PET/IEP)	7	100	7	100	1757	55	7	100	7	100	1759	56						
LEP	0	0	0	0	214	7	0	0	0	0	219	7						
504 plan	0	0	0	0	63	2	0	0	0	0	64	2						
Other	0	0	0	0	1192	37	0	0	0	0	1157	37						
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	194	1	0	0	0	0	184	1						
Identified disability (PET/IEP)	0	0	0	0	194	100	0	0	0	0	184	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	1	1	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	2	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	19	0	0	0	0	0	21	0						
<b>Non-participation – other</b>	0	0	0	0	53	0	0	0	0	0	51	0						

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 3  
SAU: Boothbay-Boothbay Hbr CSD  
School: Boothbay Region Elem School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 362–380)	2006-2007	1	2	1	2	332	2
	2007-2008	1	3	1	3	227	2
	<b>2008-2009</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>262</b>	<b>2</b>
	Cum. Total*	2	2	2	2	821	2
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 342–360)	2006-2007	26	55	26	55	8691	63
	2007-2008	23	62	23	62	8403	62
	<b>2008-2009</b>	<b>33</b>	<b>72</b>	<b>33</b>	<b>72</b>	<b>8500</b>	<b>63</b>
	Cum. Total*	82	63	82	63	25594	63
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 332–340)	2006-2007	17	36	17	36	3781	27
	2007-2008	11	30	11	30	4018	30
	<b>2008-2009</b>	<b>13</b>	<b>28</b>	<b>13</b>	<b>28</b>	<b>3985</b>	<b>30</b>
	Cum. Total*	41	32	41	32	11784	29
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 300–330)	2006-2007	3	6	3	6	1021	7
	2007-2008	2	5	2	5	938	7
	<b>2008-2009</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>748</b>	<b>6</b>
	Cum. Total*	5	4	5	4	2707	7

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	46	100	29.7	64.6	29.7	64.6	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	32	70	20.6	64.4	20.6	64.4	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	14	30	9.1	65.0	9.1	65.0	8.4	60.0

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 3  
 SAU: Boothbay-Boothbay Hbr CSD  
 School: Boothbay Region Elem School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	46	0	0	33	72	13	28	0	0	346	46	0	72	28	0	346	13495	2	63	30	6	345
<b>Ethnicity</b>																						
African American/Black	0										0						402	0	40	41	18	339
American Indian or Native Alaskan	0										0						99	0	64	31	5	343
Asian or Pacific Islander	0										0						222	4	63	25	8	345
Hispanic	0										0						162	0	51	38	10	342
Caucasian/White	46	0	0	33	72	13	28	0	0	346	46	0	72	28	0	346	12610	2	64	29	5	345
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	9	0	0	5	56	4	44	0	0	343	9	0	56	44	0	343	2194	0	32	50	18	338
No	37	0	0	28	76	9	24	0	0	346	37	0	76	24	0	346	11301	2	69	26	3	346
<b>Current LEP</b>																						
Yes	0										0						406	0	39	41	20	339
No	46	0	0	33	72	13	28	0	0	346	46	0	72	28	0	346	13089	2	64	29	5	345
<b>Economically disadvantaged</b>																						
Yes	17	0	0	10	59	7	41	0	0	345	17	0	59	41	0	345	5721	1	52	39	9	342
No	29	0	0	23	79	6	21	0	0	346	29	0	79	21	0	346	7774	3	71	23	3	346
<b>Migrant</b>																						
Yes	0										0						6	0	67	33	0	345
No	46	0	0	33	72	13	28	0	0	346	46	0	72	28	0	346	13489	2	63	30	6	345
<b>Gender</b>																						
Female	23	0	0	20	87	3	13	0	0	348	23	0	87	13	0	348	6568	3	67	26	4	346
Male	23	0	0	13	57	10	43	0	0	344	23	0	57	43	0	344	6927	1	59	33	7	343
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						2300	0	39	49	11	340
No	46	0	0	33	72	13	28	0	0	346	46	0	72	28	0	346	11195	2	68	25	4	345
<b>Gifted/talented program</b>																						
Yes	0										0						155	11	87	2	0	354
No	46	0	0	33	72	13	28	0	0	346	46	0	72	28	0	346	13340	2	63	30	6	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
 Grade: 3  
 SAU: Boothbay-Boothbay Hbr CSD  
 School: Boothbay Region Elem School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
<b>How much homework do you do on school nights?</b> A. none B. less than one hour C. one to two hours D. more than two hours	2 78 11 9	0 0 0 0	0 0 0 0	0 26 4 2	0 74 80 50	1 9 1 2	100 26 20 50	0 0 0 0	0 0 0 0	340 346 344 345	2 78 11 9	0 0 0 0	0 74 80 50	100 26 20 50	0 0 0 0	340 346 344 345	5 80 13 3	1 2 2 1	44 66 61 36	39 28 32 45	16 4 6 18	340 345 344 339
<b>Which of the following best describes how you rate yourself as a student in reading?</b> A. very good B. good C. fair D. poor	41 46 4 9	0 0 0 0	0 0 0 0	15 16 1 1	79 76 50 25	4 5 1 3	21 24 50 75	0 0 0 0	0 0 0 0	347 346 339 341	41 46 4 9	0 0 0 0	79 76 50 25	21 24 50 75	0 0 0 0	347 346 339 341	47 41 9 2	3 1 0 0	68 62 51 30	24 31 41 51	4 5 8 19	346 344 342 338
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b> A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	20 67 9 4	0 0 0 0	0 0 0 0	7 23 3 0	78 74 75 0	2 8 1 2	22 26 25 100	0 0 0 0	0 0 0 0	345 347 345 336	20 67 9 4	0 0 0 0	78 74 75 0	22 26 25 100	0 0 0 0	345 347 345 336	31 49 14 6	3 2 1 0	63 68 53 43	28 26 39 43	6 3 7 14	345 345 342 340
<b>How hard was the reading part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	46 43 11	0 0 0	0 0 0	15 15 3	71 75 60	6 5 2	29 25 40	0 0 0	0 0 0	346 347 343	46 43 11	0 0 0	71 75 60	29 25 40	0 0 0	346 347 343	18 57 25	1 2 1	50 68 61	38 26 31	11 3 6	342 346 344
<b>How hard were the reading passages on this test?</b> A. Most of the passages were harder than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	11 41 48	0 0 0	0 0 0	3 13 16	60 72 76	2 5 5	40 28 24	0 0 0	0 0 0	344 347 346	11 41 48	0 0 0	60 72 76	40 28 24	0 0 0	344 347 346	15 48 37	0 2 3	38 66 70	48 29 23	14 4 4	340 345 347
<b>How much time do you spend reading at home each day?</b> A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	12 63 14 12	0 0 0 0	0 0 0 0	4 22 3 2	80 81 50 40	1 5 3 3	20 19 50 60	0 0 0 0	0 0 0 0	347 347 343 342	12 63 14 12	0 0 0 0	80 81 50 40	20 19 50 60	0 0 0 0	347 347 343 342	22 46 18 14	3 2 1 0	67 68 56 50	25 26 36 40	4 4 8 10	346 346 343 341
<b>How many pages do you read in school and to complete homework assignments?</b> A. five or fewer pages B. six to ten pages C. eleven or more pages	22 16 62	0 0 0	0 0 0	6 2 24	60 29 86	4 5 4	40 71 14	0 0 0	0 0 0	344 341 348	22 16 62	0 0 0	60 29 86	40 71 14	0 0 0	344 341 348	29 21 50	1 2 3	56 62 68	36 31 25	7 5 5	343 344 346
<b>Optional school/SAU question</b> A. B. C. D.	100 0 0 0	0    	0    	1    	100    	0    	0    	0    	0    	346    	100 0 0 0	0    	100    	0    	0    	346    	    	    	    	    	    	    

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 3  
SAU: Boothbay-Boothbay Hbr CSD  
School: Boothbay Region Elem School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 362–380)	2006-2007	4	9	4	9	1985	14
	2007-2008	8	22	8	22	2277	17
	<b>2008-2009</b>	<b>4</b>	<b>9</b>	<b>4</b>	<b>9</b>	<b>2328</b>	<b>17</b>
	Cum. Total*	16	12	16	12	6590	16
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 342–360)	2006-2007	23	49	23	49	6990	51
	2007-2008	17	46	17	46	6764	50
	<b>2008-2009</b>	<b>23</b>	<b>50</b>	<b>23</b>	<b>50</b>	<b>7045</b>	<b>52</b>
	Cum. Total*	63	48	63	48	20799	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 326–340)	2006-2007	17	36	17	36	3673	27
	2007-2008	12	32	12	32	3504	26
	<b>2008-2009</b>	<b>16</b>	<b>35</b>	<b>16</b>	<b>35</b>	<b>3137</b>	<b>23</b>
	Cum. Total*	45	35	45	35	10314	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 300–324)	2006-2007	3	6	3	6	1193	9
	2007-2008	0	0	0	0	1044	8
	<b>2008-2009</b>	<b>3</b>	<b>7</b>	<b>3</b>	<b>7</b>	<b>997</b>	<b>7</b>
	Cum. Total*	6	5	6	5	3234	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>48</b>	<b>100</b>	28.0	58.3	28.0	58.3	31.5	65.6
<b>A. Number</b>	<b>20</b>	<b>42</b>	11.2	56.0	11.2	56.0	12.8	64.0
<b>B. Data</b>	<b>8</b>	<b>17</b>	5.7	71.3	5.7	71.3	6.1	76.3
<b>C. Geometry</b>	<b>8</b>	<b>17</b>	5.3	66.3	5.3	66.3	5.5	68.8
<b>D. Algebra</b>	<b>12</b>	<b>25</b>	5.8	48.3	5.8	48.3	7.1	59.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009  
Grade: 3  
SAU: Boothbay-Boothbay Hbr CSD  
School: Boothbay Region Elem School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	46	4	9	23	50	16	35	3	7	343	46	9	50	35	7	343	13507	17	52	23	7	348
<b>Ethnicity</b>																						
African American/Black	0										0						407	7	37	32	24	338
American Indian or Native Alaskan	0										0						99	7	47	38	7	344
Asian or Pacific Islander	0										0						223	25	45	24	7	350
Hispanic	0										0						162	6	44	35	15	341
Caucasian/White	46	4	9	23	50	16	35	3	7	343	46	9	50	35	7	343	12616	18	53	23	7	348
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	9	0	0	2	22	5	56	2	22	331	9	0	22	56	22	331	2204	6	36	36	22	338
No	37	4	11	21	57	11	30	1	3	346	37	11	57	30	3	346	11303	19	55	21	4	350
<b>Current LEP</b>																						
Yes	0										0						412	7	37	35	21	339
No	46	4	9	23	50	16	35	3	7	343	46	9	50	35	7	343	13095	18	53	23	7	348
<b>Economically disadvantaged</b>																						
Yes	17	1	6	8	47	6	35	2	12	340	17	6	47	35	12	340	5727	10	48	31	12	343
No	29	3	10	15	52	10	34	1	3	344	29	10	52	34	3	344	7780	23	55	18	4	351
<b>Migrant</b>																						
Yes	0										0						6	0	67	33	0	345
No	46	4	9	23	50	16	35	3	7	343	46	9	50	35	7	343	13501	17	52	23	7	348
<b>Gender</b>																						
Female	23	1	4	14	61	8	35	0	0	344	23	4	61	35	0	344	6568	16	52	24	8	348
Male	23	3	13	9	39	8	35	3	13	341	23	13	39	35	13	341	6939	18	53	22	7	348
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						2300	4	43	39	14	340
No	46	4	9	23	50	16	35	3	7	343	46	9	50	35	7	343	11207	20	54	20	6	350
<b>Gifted/talented program</b>																						
Yes	0										0						155	73	26	1	0	368
No	46	4	9	23	50	16	35	3	7	343	46	9	50	35	7	343	13352	17	52	23	7	348

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
 Grade: 3  
 SAU: Boothbay-Boothbay Hbr CSD  
 School: Boothbay Region Elem School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
<b>How much homework do you do on school nights?</b> A. none B. less than one hour C. one to two hours D. more than two hours	2 78 11 9	0 2 0 2	0 6 0 50	1 19 3 0	100 54 60 0	0 13 1 1	0 37 20 25	0 1 1 1	0 3 20 25	344 343 339 349	2 78 11 9	0 6 0 50	100 54 60 0	0 37 20 25	0 3 20 25	344 343 339 349	5 80 13 3	9 19 16 6	38 54 51 31	32 22 24 39	21 5 9 24	340 349 347 337
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b> A. very good B. good C. fair D. poor	33 44 13 9	3 1 0 0	20 5 0 0	10 8 2 2	67 40 33 50	1 10 4 1	7 50 67 25	1 1 0 1	7 5 0 25	348 341 338 339	33 44 13 9	20 5 0 0	67 40 33 50	7 50 67 25	7 5 0 25	348 341 338 339	40 45 12 3	25 14 7 3	51 56 49 35	17 24 34 43	7 6 10 20	351 348 343 337
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b> A. The questions on the test match what I have learned in mathematics class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	16 67 11 7	0 4 0 0	0 13 0 0	3 17 2 0	43 57 40 0	3 8 3 2	43 27 60 67	1 1 0 1	14 3 0 33	335 346 341 331	16 67 11 7	0 13 0 0	43 57 40 0	43 27 60 67	14 3 0 33	335 346 341 331	38 45 12 5	23 16 10 5	52 56 45 35	19 22 33 38	5 6 12 22	351 348 343 338
<b>How hard was the mathematics part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	33 47 20	2 0 2	13 0 22	3 15 4	20 71 44	8 6 2	53 29 22	2 0 1	13 0 11	339 344 346	33 47 20	13 0 22	20 71 44	53 29 22	13 0 11	339 344 346	17 59 24	8 19 20	45 55 51	34 21 21	13 5 8	342 350 349
<b>On average, how many minutes a day do you spend working on mathematics in class?</b> A. less than 30 minutes B. 30–45 minutes C. 45–60 minutes D. more than 60 minutes	9 9 72 9	0 0 4 0	0 0 13 0	3 0 18 1	75 0 58 25	1 0 8 1	25 100 26 25	0 0 1 2	0 0 3 50	344 333 346 329	9 9 72 9	0 0 13 0	75 0 58 25	25 100 26 25	0 0 3 50	344 333 346 329	15 29 32 25	8 16 21 21	41 54 55 53	35 23 19 20	15 6 5 6	341 348 350 350
<b>How often do you use calculators in mathematics class?</b> A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	9 2 15 74	0 0 0 4	0 0 0 12	2 0 4 17	50 0 57 50	1 1 3 11	25 100 43 32	1 0 0 2	25 0 0 6	337 328 340 344	9 2 15 74	0 0 0 12	50 0 57 50	25 100 43 32	25 0 0 6	337 328 340 344	6 12 26 56	6 15 20 18	33 55 56 52	39 22 19 23	23 8 5 7	337 348 350 348
<b>How often do you use hands-on materials in mathematics class?</b> A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	11 26 24 39	0 0 1 3	0 0 9 17	1 7 6 9	20 58 55 50	3 5 4 4	60 42 36 22	1 0 0 2	20 0 0 11	333 341 344 346	11 26 24 39	0 0 9 17	20 58 55 50	60 42 36 22	20 0 0 11	333 341 344 346	37 27 19 18	14 20 22 15	51 55 53 51	27 19 19 26	9 6 6 8	346 350 350 347
<b>Optional school/SAU question</b> A. B. C. D.	100 0 0 0	0    	0    	0    	0    	1    	100    	0    	0    	330    	100 0 0 0	0    	0    	100    	0    	330    	    	    	    	    	    	    

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